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HEAD START TEACHERS' ETHNIC GROUP MEMBERSHIP AND ATTITUDE TOWARD CHILD BEHAVIOR, SOME RELATIONSHIPS.

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TO DETERMINE IF EXPERIENCED TEACHERS OF THE DISADVANTAGED WITH SIMILAR SOCIOECONOMIC BACKGROUNDS BUT OF VARIOUS ETHNIC ORIGINS WOULD DIFFER IN (1) ATTITUDES AND SENSITIVITIES TOWARD CHILD BEHAVIOR AND (2) LEVELS OF OPTIMISM ABOUT WORKING WITH AND HEADSTART TEACHERS WERE STUDIED. THE MINNESOTA TEACHER HEADSTART TEACHERS WERE STUDIED. THE MINNESOTA TEACHER ATTITUDE INVENTORY AND TWO EXPERIMENTAL SCALES, ONE DEALING WITH ATTITUDES TOWARDS SPECIFIC CHILD BEHAVIORS, THE OTHER WITH POSSIBLE CAUSES OF THAT BEHAVIOR, WERE ADMINISTERED TO THE TEACHERS WHO WERE MEXICAN-AMERICAN, ANGLO, AND NEGRO. FINDINGS WERE--(1) NEGRO AND MEXICAN-AMERICAN TEACHERS ENTERED THE PROGRAM WITH MORE EAGERNESS AND EMPATHY, (2) NEGRO AND MEXICAN-AMERICANS WERE MORE OPTIMISTIC ABOUT OBTAINING POSITIVE RESULTS, (3) ANGLO TEACHERS APPEARED LESS DOMINATIVE AND AUTHORITARIAN THAN DID MEXICAN-AMERICAN AND NEGRO TEACHERS IN THEIR ATTITUDES TOWARD CHILD BEHAVIOR (HOWEVER, THESE DIFFERENCES, PARTICULARLY BETWEEN NEGRO AND ANGLO TEACHERS, TENDED TO DECREASE WITH TEACHING EXPERIENCE), AND (4) NEGRO TEACHERS VIEWED CHILD BEHAVIOR AS BEING LESS ENVIRONMENTALLY AND MORE BIOGENICALLY DETERMINED THAN DID MEXICAN-AMERICANS, WHO, IN TURN, WERE MORE DISPOSED TO THESE VIEWS THAN WERE ANGLO TEACHERS. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (NEW YORK, FEBRUARY 1967). (RP)

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HEAD START TEACHERS' ETHNIC GROUP MEMBERSHIP AND ATTITUDE TOWARD CHILD BEHAVIOR: SOME RELATIONSHIPS

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Riessman (1962) suggests that culturally differentiated children should be distinguished in terms of their own cultural idiosyncracies rather than general environmental descriptions of deprived groups as a whole. On the basis of this it appears important to gain further understanding of the unique dynamics of given sub-cultural groups, before educational intervention is attempted.

Reichenberg-Hackett (1962) and Ryans (1961) have shown that teachers' attitudes and values are related to their behavior in their classrooms, and work by Gottlieb (1964) has indicated that teachers of different ethnic backgrounds tend to have different attitudes concerning the education and development of

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young children. In addition to this, Wilson and Geothals (1960) demonstrated the relationship between teachers' attitudes and certain demographic variables. Such things as rural or urban background and amount of teacher experience were shown to have definite relationships to teacher values.

The present study investigated differences in attitudes among Head Start teachers in the Texas Summer Program of 1965. The basic contention of the study was that teachers from different ethnic backgrounds, with similar childhood socio-economic backgrounds, rural or urban childhood residence, and teaching experience with deprived children had different measured attitudes and sensitivites about child behavior. It was further posited that these teachers would respond differentially to questions involving their optimism for the overall effectiveness of the Head Start program, their eagerness to become personally involved in this work and their identity with culturally deprived children.

METHOD

A series of experimental multiple option rating scales was designed to measure teachers' attitudes with regard to various child behavior dimensions as well as attitudes toward Project Head Start. These instruments as well as the Minnesota Teacher

Attitude Inventory (MTAI) were administered to 1000 potential Head Start teachers during an orientation workshop and training session at the University of Texas at Austin in June of 1965. The experimental scales, developed by the Personnel Services Research Center at the University of Texas at Austin, included the Behavior Classification Checklist (BCC) and the Child Attitudes Survey (CAS). The BCC was designed to measure teachers' tendencies to be sensitive to, troubled by, or anxious about various classes of child behavior (e.g., "negativisim," "acting out behavior," etc.). In an attempt to reduce negative response set stemming from teachers general concern in indicating derogatory feeling toward child behavior a special scale was developed. Teachers were asked to respond in terms of how "irritating" the behavior was to them rather than whether or not they approved or disapproved of it. A summary, uni-factor score on the BCC was employed. The Child Attitude Survey was designed to measure teachers' hypotheses of the causes of, or appropriate interpretation of, child behavior. An image analysis of the scale on 375 Texas elementary teachers yielded two factors which were employed as criterion vectors. The first measure the degree to which child behavior is seen as an extension of the teacher, while the second indicates a preference for biogenic vs. environmental explanations of behavior.

The criteria were formed by the factor scores of these attitude assessment instruments as well as twelve scale scores to specific questions designed to measure teacher's opinions about Project Head Start and the children it was to serve. Table I gives the twelve items used in this latter analysis. The dependent variables as previously defined were obtained from responses to a biographic data form completed by the teachers involved.

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Insert Table I about here
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A mutually exclusive group regression analysis was used to determine whether or not non-random differences occurred with regard to criterion variables among predictor groups. The null hypothesis that no differences existed across ethnic sub-cultural groups, other predictor variables remaining constant was tested by using a single restricted model with all criterion. Figure I presents a graphic description of the full model. Negro, Anglo and Mexican-American teachers were represented in the study of this analysis and all of the teachers were female.

The data were analyzed using the CDC 1604 and CDC 6000 computers. The F ratio was employed as a decision rule by which to judge if differences in expected full model criterion values for the three subcultural groups could be assumed to be non-random. A five percent level of confidence was employed. A

graphic analyses of interactions among predictor categories and the direction of significant differences were completed through plots of full models expected values for each dependent variable. Figures 2 and 3 are examples of these expected value graphs, about which more will be said later. The relationships reported in this study were arrived at from differences across all twelve control variable categories.

RESULTS

Table II shows the results of the described regression analysis for the questions directly investigating teachers attitudes toward Project Head Start. Of the twelve, seven resulted in F probabilities beyond the $P < .05$ level of confidence.

Insert Table II about here

There is evidence [Rich (1960), Rabenow (1960), Havighurst (1960) and Goldberg (1964)] that teachers who have experienced the sub-cultural "realities of a given group of children at first-hand will, generally, identify with an relate to these children better than teachers who do not have these experiences.

Of the seven criteria judged to measure teacher attitudes along this empathy dimension, five produced F ratios significant at $P < .05$ level and three were significant at the $P < .001$ level.

The direction of these non-random differences in expected values, as seen in Table III, were, with the exception of the "identification" question, consistently in the direction supporting the contention that Anglo teachers were not as eager to be involved with deprived children as were their Latin and Negro colleagues.

Insert Table III about here

The assumption was made that Anglo teachers would also show less optimism for positive overall results from Project Head Start. Among criteria Y_6 through Y_9 (Table II) only one yielded significant results, but it consisted of responses to a most pertinent question. Responses to "How successful do you think this summer's Head Start program will be, in general, in upgrading the educational and personal development of the children it reaches?" showed full model expected values that were significantly ($P < .001$) different across sub-cultural groups. A graphic examination of the expected values showed (Table III) that Anglo teachers were more pessimistic in their responses than were Mexican-American teachers, while Mexican-American teachers, in turn, were not as optimistic as were the Negro teachers.

A final facet of the first general question emanated from studies by Gottlieb (1964), Cooper (1965), Davidson and Lang (1960)

and Friedman, Pierce-Jones and Barron (1965). It would seem from this work that teachers from ethnic sub-cultural backgrounds similar to those of the children they were teaching were more confident of their role effectiveness. Two of the three criteria used in this analysis (criteria Y_{10} through Y_{12} of Table II), yielded significant findings. Inspections of the graphs of expected values indicated that Anglo teachers reported less confidence in their role in the program on both items and that the Negro teachers again were the most optimistic.

A summary of the regression analysis for the MTAI, BCC and CAS is given in Table IV.

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Insert Table IV about here

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The authoritarian-dominant vs. permissive-democratic dimension was a key variable in the study. The main criterion instrument employed in this analysis was the Minnesota Teacher Attitude Inventory. Horn and Morrison (1965) in a recent factor analytic study of the MTAI considered that their results lent support to the claims of the MTAI's authors (Leids, Cook and Callis, 1951) that the instrument is basically a measure of a single dimension democratic vs. authoritarian or dominative vs. integrative dimension.

The results of the regression analysis of MTAI values in this study indicated non-random differences between ethnic teacher groups at a probability level (for the F ratio) of 3.45×10^{-9} or much < .001. Directional analysis indicates that the MTAI scores of Anglo teachers were higher (more democratic) than those of their counterparts (see Table V). The Latin-American teachers did not, however, score lower than Negro teachers as was expected. No clear overall direction could be seen for the differences between these two groups on this graph. However, when the control variable categories were regrouped on the basis of teaching experience with deprived children, the Latin-American teachers with no experience scored higher than their Negro counterparts, while for teachers with two to five years experience this relationship was reversed. A decrease in ethnic variance betweeen groups with increase experience was also noted.

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Insert Table V about here

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Two factor scores from the Child Attitude Survey constituted the remaining criteria. The probability for random occurence of the expected values for both of these full models was much less than one in a thousand (Table IV). The directional analysis was also clear indicating Anglo teachers as having higher factor scores with the Latin-American teachers and Negro teachers

having progressively lower scores. In this case a high score indicated a more permissive view of children as individuals in Factor I and more environmentally oriented views of causation in Factor II.

DISCUSSION

There is a recognized need for teachers to understand, in depth, the realities of the sub-cultures of the children being taught. Rabinow (1960) among others indicates that social psychological knowledge of culture conflict, class differences, problems of group living in tension areas, differing rearing patterns, and sub-cultural value systems by teachers of culturally differentiated children is extremely important. Goldberg (1964) builds a hypothetical "model teacher" for disadvantaged children around just such an understanding of the values, history, traditions and social structure of the sub-cultural group being taught. The majority of Anglo teachers in the study indicated middle class childhood backgrounds, while a greater percentage of the Negro and Mexican-American teachers indicated that their childhood families' socio-economic status was similar to that of Head Start children. It was not surprising then, on the basis of understanding and experience, that greater identity with and eagerness for involvement in the Head Start program was shown by teachers who were experiencially familiar with the environmental realities of these children.

Gottlieb, in a 1964 urban study, found this to be true of the attitudes of Negro teachers as compared to their white colleagues, while Chavez and Erickson in a 1957 study of teachers of Mexican-American children, also concluded that effectiveness was a matter of sub-cultural understanding.

The Mexican-American and Negro teachers also show more confidence in the overall Head Start program's effectiveness and the effectiveness of their own role within it. This too, would seem to be a function of a greater understanding of the educational realities of Head Start eligible children and confidence of personal adequacy in these intervention activities.

Cross-cultural research by Anderson and Anderson (1959, 1961, 1962) indicated that teachers from the Mexican culture, when compared with Anglo-American teachers, were much more likely to view school children in an authoritarian, dominative, distrustful and restrictive manner. Terhune (1962), in a replication of some of this work, reinforced these findings. Dreger and Miller (1963), further, have emphasized the seemingly authoritarian nature of the matriarchal Negro sub-culture. The absence of the father from the home has been pointed to as increasing the independent, dominant nature of female children. On the basis of this, the Negro teacher is also seen as likely to

manifest more dominative attitudes than Anglo-American teachers.

The results of the regression analysis of the MTAI, and Child Attitude Survey in this study support these findings and further indicate that Negro and Mexican-American teachers in Texas tend to have a more deterministic view of child behavior than that held by their Anglo colleagues. It would seem that the aforementioned difference in socio-economic childhood environment would be a pertinent factor here also.

It is important to keep in mind that in the analysis of the expected value graphs of these data interactive effects were carefully screened from directional analysis. That is to say that only when directional differences between the three groups were consistent across mutually exclusive group categories, were they so indicated in Table III. Because of this some information is not reported here. Further analyses of the interactive patterns between control variables is presently in process.

CONCLUSIONS

The results of this study appear to support the conclusions that:

(1) Negro and Mexican-American Head Start teachers entered the Summer program of 1965 with more eagerness to work with and more empathy for deprived children of various ethnic groups.

(2) Negro and Mexican-American teachers were more optimistic for positive personal and overall results from the project than were their Anglo colleagues.

(3) Anglo teachers appeared less dominative and authoritarian in their attitudes toward child behavior than did Mexican-American or Negro teachers There was, however, pertinent evidence that these differences decreased radically with increased experience in teaching deprived children This was particularly true of the differences between Negro and Anglo teachers.

(4) Negro teachers' hypotheses concerning the "causes" of child behavior were of a more traditional sort. They reflected veiws of child behavior as being less enviornmentally and more biogenically determined than did the views of Mexican-American teachers, who in turn, however, were more disposed to these views than were Anglo teachers.

TABLE I

RATING SCALE DESCRIPTIONS

Criterion Number	Item Description
Y_1	How well do you feel that you really identify yourself with so-called "culturally deprived" children? 1. I find it almost impossible to identify with such children. 2. I try to help them but find it extremely hard to understand the attitudes, ideas, and ways of living of these people. 3. I try to understand these people but often find that I don't. 4. If I study them carefully, I find that I can really begin to understand and accept them. 5. At times I can identify with them, but just as often I can't. 6. I find that I usually understand and accept their attitudes, behaviors, and way of living. 7. I can accept the culturally deprived, communicate with them and usually I am accepted by them; I believe I Understand. 8. I feel that I usually can identify with these children; it's not a matter of thinking but of feeling. 9. I feel that I identify closely most of the time with these children.

TABLE I (Continued)

Criterion Number	Item Description
Y_2	If you were given the opportunity, would you go into <u>full-time</u> work with the culturally deprived? (Full-time for a teacher would mean teaching only these children.) 1. No, not at this time. 2. Probably not, but might consider it. 3. I would give it some hard thought, but would not jump at the chance. 4. Am really undecided. 5. I would want to know much more, but might be talked into it. 6. Probably so, but would want to think it over. 7. Definitely yes,
Y_3	To waht extent do you feel you <u>have been</u> suecessful in working with pupils from various ethnic groups? 1. Not very successful. 2. Some success but many failures. 3. Probably a few more failures than successes. 4. About as many successes as failures. 5. Probably a few more successes than failures. 6. Some failures, but many successes. 7. Highly successful. 8. Have never worked with children from different groups.

TABLE I (Continued)

Criterion Number	Item Description
Y_4	To what extent do you feel you <u>would be</u> successful in working with pupils from various ethnic groups? 1. Not very successful. 2. Some success but many failures. 3. Probably a few more failures than successes. 4. About as many successes as failures. 5. Probably a few more successes than failures. 6. Some failures but many successes. 7. Highly successful.
Y_5	In activities outside of school (neighborhood activities, club work, church work, children's activities and groups) I have had experience working with other ethnic groups to this extent. 1. Practically no experience working directly with other ethnic groups. 2. Little experience working directly with other ethnic groups. 3. Considerable experience working directly with other ethnic groups. 4. Much experience working directly with other ethnic groups. 5. Most of my experience has been in direct work with other ethnic groups.

TABLE I (Continued)

Criterion Number	Item Description
Y_6	At the present time which of the following might best describe part of what you feel about Project Head Start? 1. We are starting much too quickly with too little knowledge of the problems involved and of what to do. 2. We should wait until we are better organized and know better how to meet the problems. 3. Things seem sort of rushed, but we are about as ready as we will ever be. 4. Now is a good time to start; we can learn as we go along. 5. Nothing is gained by delaying, we know what's to be done and a great deal about how to do it. 6. We are going too slow now; we know what to do; let's do it. 7. What we need is action, not talk; more speed, not less.
Y_7	How successful do you think this summer's Head Start program will be, in general, upgrading the educational and personal development of the children it reaches? 1. Highly successful. 2. Much more successful than unsuccessful. 3. More successful than unsuccessful. 4. About as successful as unsuccessful. 5. Less successful than unsuccessful. 6. Much less successful than unsuccessful. 7. Highly unsuccessful.

TABLE I (Continued)

Criterion Number	Item Description
Y_8	In general, what proportion of the pupils across Texas in this summer's Head Start program will be significantly helped by the program? 1. All of them (with very few exceptions) 2. Nearly all. 3. Far more than are not helped. 4. More helped than are not helped. 5. Approximately half. 6. More not helped than are helped. 7. Far more not helped than are helped. 8. Only a few. 9. Practically none.
Y_9	At the present time which of the following comes closest to describing your honest feelings as to the usefulness of this summer's Project Head Start? 1. It will have no real usefulness. 2. It will have little real usefulness. 3. It will have some usefulness. 4. I am uncertain as to its usefulness. 5. It will have considerable usefulness. 6. It will have tremendous usefulness.
Y_{10}	How successful do you think <u>you</u> will be this summer in working with the pupils in <u>your</u> Head Start class? 1. Highly successful. 2. Much more successful than unsuccessful. 3. More successful than unsuccessful. 4. About as successful as unsuccessful. 5. Less successful than unsuccessful. 6. Much less successful than unsuccessful. 7. Highly unsuccessful.

TABLE I (Continued)

Criterion Number	Item Description
Y_{11}	Assume that you will have 15 pupils in your Head Start class this summer: What proportion do you think will be significantly helped by the program? 1. 14 out of 15. 2. 12 out of 15. 3. 9 out of 15. 4. 6 out of 15. 5. 3 out of 15. 6. 1 out of 15.
Y_{12}	When I think of the problems which we face and then of Project Head Start, I come closest to fitting the following description. 1. Extremely enthusiastic, I'm ready to start now. 2. Highly enthusiastic even if its not perfect. 3. Enthusiastic about Head Start, I'm enthusiastic about many things. 4. Enthusiastic but certainly not overwhelmed by the idea. 5. About "half-way" enthusiastic, maybe I'm too much of a realist. 6. I am greatly interested but should like to know more about it. 7. It may have its good points, but I am a "doubting Thomas" at this time. 8. Head Start doesn't have many of the answers and genuine enthusiasm is really hard to generate. 9. I just can't get enthusiastic about it at all.

TABLE II

ANALYSES OF FULL AND RESTRICTED MODELS

Criterion Vector		R^2 Full Model	R^2 Restricted Model	N Df	D Df	F	P
Question	Y_1	.0900	.0516	24	964	1.6916	.020 *
"	Y_2	.1588	.0735	24	964	4.0752	.000***
"	Y_3	.0783	.0214	24	964	2.4786	.000***
"	Y_4	.0365	.0118	24	964	1.0323	.421
"	Y_5	.0814	.0176	24	964	2.7864	.000***
"	Y_6	.0492	.0200	24	964	1.2336	.199
"	Y_7	.0699	.0093	24	964	2.6174	.000***
"	Y_8	.0402	.0150	24	964	1.0546	.391
"	Y_9	.0502	.0153	24	964	1.480	.064
"	Y_{10}	.0702	.0201	24	964	2.1653	.001***
"	Y_{11}	.0563	.0292	24	964	1.1520	.276
"	Y_{12}	.0519	.0147	24	964	1.5750	.039 *

*p < .05
**p < .01
***p < .001

TABLE III

DIRECTIONALITY OF FULL MODEL ETHNIC SUC-GROUPS VARIANCE

FOR CRITERION Y-1 - Y-12

Criterion	Observed Overall Directionality of Expected Value (from full model graphs)
Y_1	A < L
Y_2	A < L
Y_3	A and L < N
Y_4	---
Y_5	No consistant directionality
Y_6	N > L and A
Y_7	A > L > N
Y_8	No consistant directionality
Y_9	N > L > A
Y_{10}	A > L > N
Y_{11}	No consistant directionality
Y_{12}	A > N and L

Note: With the exception of criteria Y_7, and Y_{10}-Y_{12} the higher the expected value, the greater the implied eagerness, optimism, enthusiasm, etc. involved. The polarity of Y_7 and Y_{10}-Y_{12} is negative.

TABLE IV

ANALYSIS OF FULL AND RESTRICTED MODELS

Criterion	R^2 Full Model	R^2 Restricted Model	N Df	D Df	F	P
MTAI	.0999	.0141	24	964	3.8290	.000***
BCC	.0365	.0184	24	964	.7556	.809
CAS-1	.1599	.0198	24	32	6.453	.000***
CAS-2	.1520	.5274	24	32	5.706	.000***

***p < .001

TABLE V

DIRECTIONALITY OF FULL MODEL ETHNIC SUB-GROUPS VARIANCE

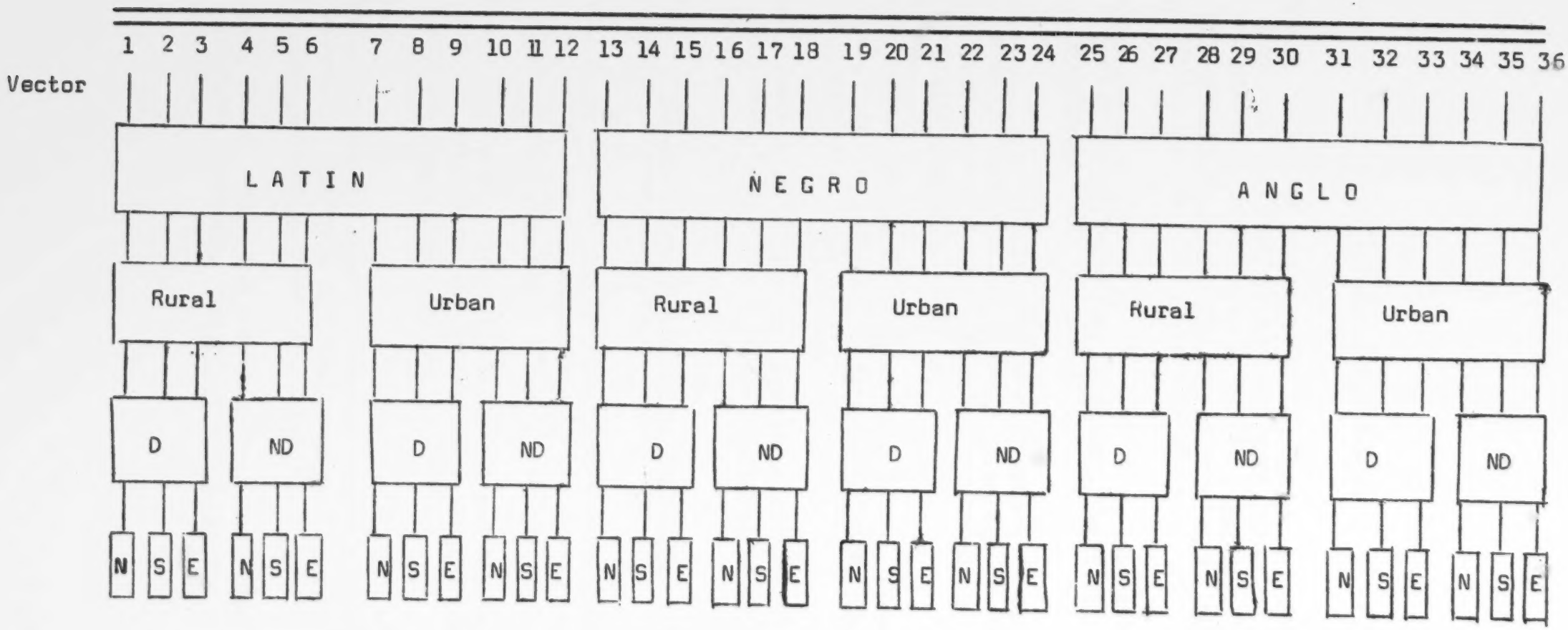
FOR MTAI, BCC and CAS-1 and CAS-2

Criterion	Observed Overall Directionality of Expected Value (from full model graphs)
MTAI	A > L > N
BCC	-----
CAS-1	N < L < A
CAS-2	N < A and L

Note: The greater the expected values for the MTAI, the greater the implied democratic direction of response. For the CAS, a greater expected values indicated a more biogenic, non-independent view of causation.

FIGURE 1

GRAPHIC DESCRIPTION OF PREDICTOR VECTORS OF FULL MODELS



Where: D = Depressed socio-economic background

ND = Non-depressed socio-economic background

N = no teaching experience

S = teaching experience of 1-5 years

E = teaching experience of 6+ years

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